



## **Week 2: IEP Development**

### **Overview**

For the next three weeks' assignment, you will work with Joseph, a fictional middle school student enrolled at your school who requires an Individualized Education Program. Over the coming weeks, you will need to develop an IEP, monitor how his program is implemented in the classroom, and use your knowledge of student rights and school management to make sound decisions when he engages in behavior that calls for disciplinary action.

To begin, in this assignment you will develop a remediation for Joseph. To complete the assignment, you must familiarize yourself with both statewide special education policies and those in place at your district and school. The assignment also requires you to use knowledge gained from your lectures and readings and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. You are expected to cite the relevant law and/or policy that you use to formulate your answers.

## Rubric

Use this rubric to guide your work.

Week 2: IEP Development	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Identification</b>	Correctly identifies all (4 – 5) members of an ARD committee and their roles in IEP development <b>(3 points)</b>	Identifies some (2 – 3) members of an ARD committee and their roles in IEP development <b>(2 points)</b>	Identifies 1 -2 members of an ARD committee and accurately describe their roles in IEP development <b>(1 point)</b>	Does not identify any members of an ARD committee or describe their roles in IEP development <b>(0 points)</b>
<b>Steps</b>	Details the steps taken to determine special education eligibility <b>(3 points)</b>	Generally outlines the steps taken to determine special education eligibility <b>(2 points)</b>	Vaguely outlines the process of determining special education eligibility <b>(1 point)</b>	Does not outline the process of determining special education eligibility <b>(0 points)</b>
<b>Components</b>	Details 4 – 5 components of a student's IEP, including classroom accommodations and support and assessment accommodations <b>(3 points)</b>	Identifies and explains some (2 – 3) components of a student's IEP <b>(2 points)</b>	Identifies and explains few (1 – 2) components of a student's IEP <b>(1 point)</b>	Does not identify or explain the components of a student's IEP <b>(0 points)</b>
<b>Mechanics (1 point)</b>	No or few errors in grammar, spelling, or punctuation. <b>(1 point)</b>			Responses lack clarity and depth and/or have multiple errors in grammar, spelling, or punctuation. <b>(0 points)</b>

## **Week 2: IEP Development**

### **Directions**

*Use information from your lectures and readings, as well as information you gathered for your Week 1 Assignment, to walk your staff through meeting process for Joseph, a fictional student, in the workspace below.*

A new seventh grade student, Joseph, has enrolled in your school after having qualified for special education in his former school district. His disability falls under the IDEA category known as “emotional disturbance.” While he has always been educated in “regular” classrooms, he is prone to brief, disruptive outbursts in class and has had trouble getting along with his teachers and classmates. He also has difficulty paying attention in class and does not sit still during tests and quizzes, often distracting his classmates while they are also taking their tests.

At the beginning of the school year, an ARD committee convenes and begins the process of evaluating Joseph for special education services.

### **Workspace**

**Describe the members of Joseph’s ARD committee and their roles in the development of his IEP.**

General education teacher: discusses how modifications will impact child in the classroom, observations, documentation of student work and behaviors, effect student is having on other students in class

Parent(s): child’s history, home observations, interventions that have or have not worked

Psychologist: Since Joseph is categorized as having emotional disturbance, the psychologist will have conducted a Functional Behavioral Analysis (FBA) for Behavior Intervention Plan (BIP).

Administration: school policies and represents district

Diagnostician or special education person in charge of testing: can interpret the instructional implications of the evaluation results

Special Education teacher: provide documentation, IEPs, lessons strategies

**How will Joseph’s current academic and behavioral levels best be determined?**

Academic:

While former school’s IEP is being used until ARD committee intervenes. Joseph’s previous school’s testing records will document correct placement to be utilized. If classroom teacher sees that student has needs in other areas than those documented on the IEP, then the special education team or diagnostician will conduct more testing to determine student’s areas of need.

Behavioral:

First a functional behavioral assessment (FBA) will be conducted probably by the school psychologist. When FBA is determined then the Behavioral Intervention Plan (BIP) can be addressed and created. The ARD committee must review the BIP and modify if necessary to address Joseph’s behavior.

**How will the ARD committee determine whether Joseph qualifies for special education services? What factors go into making this determination? How will the committee select the related services for which Joseph will be eligible?**

A Review of Existing Evaluation Data (REED) will take place. The committee will review the previous school's special education paperwork including the from school's IEP since he was qualified in former school. Before ARD committee meets the teacher will utilize the same IEP, BIP, etc that was established by the former school. If the teacher feels that other services are necessary, special education will conduct additional testing. The ARD committee will determine additional services as needed.

**A. Based on what you know of Joseph's background, what classroom accommodations would you recommend for him? B. Do you feel that he will need assessment accommodations? What assessment accommodations do you suggest?**

**A. Based on what you know of Joseph's background, what classroom accommodations would you recommend for him?**

Joseph's BIP will need to address his disruptive outbursts, relationships with adults and peers, and also address his ability to focus.

**Disruptive outbursts:**

Joseph will need to work on demonstrating the ability to use self-control.

His BIP should address that the teachers will first explain to him why what he is doing is wrong and how to make better choices.

Joseph should talk to teachers about what is upsetting him.

Time away and the teachers will provide role playing and modeling of how to act in certain situations.

Have a cool down area in the classroom.

If he behaves well he will be rewarded and when he is not following rules he will not receive rewards.

**Relationships with adults and peers:**

Seat student next to peers who are calm and easy to work with.

If he is physically aggressive 2 people can restrain him and it will result in his mom and dad being called and time away with the principal.

If he behaves well he will be rewarded and when he is not following rules he will not receive rewards.

Ability to focus:

He would also benefit from a visual schedule and a visual reward chart.

When he takes tests his modifications are shorter testing sessions and with breaks.

Provide an alternate work area where distractions are minor.

If he behaves well he will be rewarded and when he is not following rules he will not receive rewards.

**B. Do you feel that he will need assessment accommodations? What assessment accommodations do you suggest?**

Since it is stated, "He also has difficulty paying attention in class and does not sit still during tests and quizzes, often distracting his classmates while they are also taking their tests." He then would need assessment accommodations. He not only has trouble himself but he is effecting the education of other students.

Suggested accommodations:

Provide an alternate work area where distractions are minor or sitting Joseph next to peers who offer fewer distractions. Joseph could wear headphones to block out distracting noises.

He could take tests standing at a raised table instead of sitting in a chair.

During testing, he can have shorter testing sessions with breaks.

If it is found that Joseph would benefit from test scheduling then the accommodation could be on scheduling his tests over several days or even a specific time of day.

Find if securing the test to the desk offers fewer distractions.